

YEAR: RECEPTION

Theme: Past and Present (Spring 1)

Related Units: Winter, Spring, Dinosaurs

Unit overview	Vocabulary		Related Books/Resources
Past and Present Enquiry Question: How do we know about life in the past? Children are introduced to the idea of scientific investigation based on physical evidence and observation of the world around them. They learn about dinosaurs and understand that dinosaurs no longer exist, and that our knowledge of them comes from the study of fossilized remains, such as bones and teeth. They make links between dinosaur bones and teeth, and those of other animals, including humans. They learn that physical remains tell us what dinosaurs were like – e.g. what they looked like and what they ate. We visit the dinosaur exhibition at the Natural History Museum to look at fossils first hand. Children consider the changing seasons and think about Winter and Spring. Children understand that they can identify the season by looking at the physical evidence around them, including the weather and the behaviour and appearance of plants and animals.	New Vocabulary ◦ dinosaur ◦ reptile ◦ extinct ◦ carnivore ◦ herbivore ◦ omnivore ◦ fossil ◦ scientist ◦ paleontologist ◦ archeologist ◦ past ◦ present ◦ future ◦ season ◦ weather ◦ hibernate ◦ nocturnal ◦ diurnal ◦ ice ◦ solid ◦ liquid ◦ similar ◦ identical	Vocabulary to Revise ◦ describe ◦ individual ◦ appearance ◦ skeleton ◦ brain ◦ fact ◦ fiction	• Dinosaur information texts • There's a Stegosaurus on the Stairs (and similar) • Harry and the Bucketful of Dinosaurs • One Snowy Night • Snowflakes Trip to the Natural History Museum Role Play/Small World • Home corner • Dinosaur dig • Dinosaur Museum • Science Laboratory • Dentist • Vet's Office • Weather Station • Garden Centre • Dinosaur swamp

Themes and Cross Curricular Links	Key Opportunities
• <u>British Values / Philosophy / SMSC</u> • Reflects on own opinions, likes and dislikes. • Reflects on own experiences. • Develops self-awareness, self knowledge and self-esteem • Understands why rules are needed • Willing to participate in and respond positively to artistic, musical, sporting and cultural opportunities. • Gains sense of enjoyment and fascination in learning about themselves, others and the world around them	Circle Time Class discussions 1:1 and small group discussion Hands-on science investigations – e.g. ice balloons, salt-dough bones Trip to the NHM Discuss rules for trip to NHM
• <u>Communication and Language</u> • Maintains attention, concentrates and sits quietly during appropriate activity • Responds to instructions involving a two-part sequence. • Listens and responds to ideas expressed by others in conversation or discussion • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Links statements and sticks to a main theme or intention.	Circle Time Class discussions 1:1 and small group discussion Adult-led tasks Role-play
• <u>PSED</u> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding and asks appropriate questions of others. • Confident to speak to others about own needs, wants, interests and opinions. • Aware of the boundaries set and of behavioural expectations in the setting • Beginning to be able to negotiate and solve problems without aggression.	Circle Time Class discussions 1:1 and small group discussion Adult-led tasks Role-play
• <u>Physical Development</u> • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Parent workshop (dentist) Creative/construction activities – e.g. salt dough bones Excavating ‘fossils’ from clay/ice Writing tasks
• <u>Maths</u> • Counts objects to 10 and beginning to count beyond 10. • Estimates how many objects they can see and checks by counting them. • Uses the language of more or fewer to compare two sets of objects • Records using marks they can interpret and explain	Measuring dinosaur length, height and weight using non-standard and standard measures. Sorting and ordering mini or model dinosaurs Estimating and counting dinosaurs Symmetrical snowflakes

- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. - SSM (ELG) Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	
EAD - Experiments to create different textures. - Manipulate materials to achieve a planned effect. - Constructs with a purpose in mind, using a variety of resources. - Uses simple tools and techniques competently and appropriately - Selects appropriate resources and adapts work where necessary. - Selects tools and techniques needed to shape, assemble and join materials they are using. - Creates simple representations of events, people and objects. - Chooses particular colours to use for a purpose. - Plays alongside other children who are engaged in the same theme:	Junk modeling – dinosaurs Create dinosaur bones and teeth using salt dough. Use to construct ‘dinosaur skeletons’ Paper plate stegosaurus Paper mache dinosaur ‘eggs’. Dinosaur skeleton pictures using cotton buds/art straws Collage: what do you wear in winter? Spring blossom Painting/printing: winter tree/spring tree Home corner, role-play
Understanding the world - Looks closely at similarities, differences, patterns and change - T (ELG) Children recognize that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Class discussion 1:1 and small group discussion Adult-led tasks - e.g. ice balloons, salt dough bones, create a weather vane and a rain gauge, daffodil diaries.

Literacy Curriculum Coverage	Writing Outcomes
Reading - Can segment the sounds in simple words and blend them together and knows which letters represent some of them - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. - Knows that information can be retrieved from books and computers Writing - Can segment the sounds in simple words and blend them together - Uses some clearly identifiable letters to communicate meaning, some sounds correctly and in sequence. - Writes own name and other things such as labels and captions - Attempts to write short sentences in meaningful contexts.	- Write captions or labels /attempt to write simple sentences (as appropriate) - Writing own name. - Daily modelled and shared writing - Label pictures – e.g. dinosaur, plans for models or construction - Describe: e.g. dinosaurs - Recount – e.g. weekend news, holiday writing, - Story writing – dinosaur story - Fact writing – dinosaur fact files - Diary – Daffodil diary – Children record changes to daffodils as they open from buds. - Writing linked to role-play – e.g. label exhibits for dinosaur museum. Tickets. - Daily soft start name writing practice – where appropriate - Label work independently - Use Colourful Semantics to create a sentence: Who? – What doing? – What?

